

ASSESSMENT & MEASUREMENT PRACTICES FOR INDICATOR #7

A full and individualized evaluation of a child's present level of functioning must be conducted before any action is taken with respect to placement of a child with a disability in the special education program. Eligibility must be determined using multiple sources of data and is not dependent upon a single test score. Evaluation procedures may include, but are not limited to, observations, interviews, behavior checklists, structured interactions, play-based assessment, scales that measure adaptive skills, developmental scales, criterion-referenced and norm-referenced instruments, clinical judgment, and tests of basic concepts or other techniques and procedures as deemed appropriate by the professionals conducting the evaluations.

Only preschool children with IEPs will be included in the data collected for Indicator #7. The North Carolina model for collecting outcomes data asks that the LEA designee(s) review(s) existing data on the child in order to complete the Child Outcomes Summary Form (COSF).

Initial Review for Completion of the COSF <u>Must</u> Include:	COSF Exit from 619 Services <u>Must</u> Include Review of the Following Information:
<p>1. Testing used to determine eligibility for special education and related services. In addition, the results of any testing completed after the child has entered the preschool program. Examples would include the results of testing with the Battelle Developmental Inventory (BDI), the Scales of Independent Behavior-Revised (SIB-R) or the Developmental Indicators for the Assessment of Learning (DIAL-3).</p> <p style="text-align: center;"><u>AND/OR</u> ↓</p>	<p>1. Any testing relative to receiving pre-school services that was completed after the initial review for completion of the COSF.</p>
<p>2. The results of approved criterion-referenced or curriculum-referenced assessments completed in the natural setting (classroom/child care/home) prior to completion of the COSF. ** These include:</p> <ul style="list-style-type: none"> <i>a. Creative Curriculum Developmental Continuum Assessment System</i> <i>b. High Scope Child Observation Record (COR)</i> <i>c. Opening the World of Learning</i> 	<p>2. The results of approved criterion-referenced or curriculum-referenced assessments completed in the natural setting (classroom/child care/home) prior to completion of the COSF. ** These include:</p> <ul style="list-style-type: none"> <i>a. Creative Curriculum Developmental Continuum Assessment System</i> <i>b. High Scope Child Observation Record (COR)</i> <i>c. Opening the World of</i>

<p><i>(OWL) assessment</i></p> <p><i>d. BRIGANCE Diagnostic Inventory of Early Development (BDIED)</i></p> <p><i>e. Read, Play and Learn assessment</i></p> <p><i>f. The BRIDGE assessment</i></p> <p><i>g. Infant-Preschool Assessment Scale (I-PAS)</i></p> <p><i>h. Carolina Curriculum for Infants & Toddlers or Preschoolers with Special Needs</i></p>	<p><i>Learning (OWL) assessment</i></p> <p><i>d. BRIGANCE Diagnostic Inventory of Early Development (BDIED)</i></p> <p><i>e. Read, Play and Learn assessment</i></p> <p><i>f. The BRIDGE assessment</i></p> <p><i>g. Infant-Preschool Assessment Scale (I-PAS)</i></p> <p><i>h. Carolina Curriculum for Infants & Toddlers or Preschoolers with Special Needs</i></p>
<p>3. Parent input which must be documented. This may include use of an LEA developed interview form, an adaptive measure such as the Scales of independent Behavior-Revised (SIB-R) or the Vineland Adaptive Behavior Scales-II, intake information such as a social-developmental history or parental input documented during the development of the IEP.</p>	<p>3. Parent input which must be documented. This may include use of an LEA developed interview form, an adaptive measure such as the Scales of independent Behavior-Revised (SIB-R) or the Vineland Adaptive Behavior Scales-II, intake information such as a social-developmental history or parental input documented during the development of the IEP.</p>
<p>4. Observation. This may include documented observations made as part of the evaluation process, but should be supplemented by observations documented after the child has been determined eligible for special education and related services. Documentation may be part of a child's portfolio and/or an on-going assessment instrument such as the Developmental Continuum of the Creative Curriculum.</p>	<p>4. Observation. Documentation may be part of a child's portfolio and/or an on-going assessment instrument such as the Developmental Continuum of the Creative Curriculum.</p>
<p>5. The initial review may include the data from the "transition evaluation" completed by Children's Developmental Services Agency (CDSA) for Part C.</p>	

**** Children who are identified as "speech only" and receive services itinerantly may not have these assessment results available for review. Regular preschool teachers need to be consulted when the "speech only" child attends a center-based program.**